Education

9

Office of the Deputy Mayor for Education

The Office of the Deputy Mayor for Education (DME) is responsible for developing and implementing the Mayor's vision for academic excellence and creating a high quality education continuum from birth to 24 (from early childhood to K-12 to post-secondary and the workforce). The Deputy Mayor for Education leads the office and is appointed by the Mayor. The major functions of the DME include:

- Overseeing a citywide strategy for education;
- Managing DC Public Schools (DCPS), the Office of the State Superintendent of Education (OSSE), and the DC Department of Parks and Recreation (DPR);
- Overseeing and supporting two independent agencies, DC Public Library (DCPL) and the University of the District of Columbia (UDC);
- Collaborating with the Public Charter School Board (PCSB);
- Leading interagency efforts; and
- Coordinating with the Deputy Mayor for Health and Human Services, Deputy Mayor for Greater Economic Opportunity, Deputy Mayor for Planning and Economic Development, and Deputy Mayor for Public Safety and Justice.

Mayor Bowser's vision is that our public schools provide a world-class education for our city's youth. The Office of the Deputy Mayor for Education supports that goal through three priorities:

- Enhancing Equity of Outcomes for all Students,
- Facilitating Greater Collaboration and Coherence Across Sectors
- Optimizing Use of City Resources.

Some of the DME's initiatives supporting these priorities include the cross sector collaboration task force, public education facility planning, reducing truancy and reconnecting youth to educational opportunities, and the DC common lottery for applications to public school. The following describes these examples in more detail.

DC Cross Sector Collaboration Task Force

The DME established the DC Cross Sector Collaboration Task Force that is charged with developing a report for the Mayor with clear and fair recommendations on how to improve the coherence of DC public education and to increase collaboration across and among public schools. The task force is working on recommending strategies and solutions for issues that will benefit from cross-sector solutions such as developing a framework for school openings, closings, and facility planning; developing methods for information sharing with the public and across schools; promoting enrollment stability; and improving the experience of families navigating and understanding their public school options. The task force, chaired by the DME, is comprised of members with diverse representation of LEAs, district agencies, and public school parents.

Public Education Facility Planning

The DME serves as a coordinator for public school facilities planning in collaboration with DCPS, public charter schools, and other agency partners. Given the broad scope of public education facilities needs in the District of Columbia, the DME has developed a number of policies recently to guide the District's goal to provide high quality educational facilities across the city.

In 2013, DME developed a multi-year Master Facilities Plan (MFP) for public education facilities in the District of Columbia. The MFP is a long-range strategy that describes how the District can allocate, use and improve school buildings to support high-quality teaching and learning in the District of Columbia.

In 2014, the DME partnered with Department of General Services (DGS), DCPS, and PCSB to release the 2014 Master Facilities Plan (MFP) Annual Supplement. An annual supplement to the MFP is required pursuant the "Comprehensive Planning and Utilization of School Facilities Act of 2014."

The DME also works closely with DCPS and DGS to keep school buildings active. For school buildings that are no longer needed for DCPS, DME establishes a Right of First Offer (RoFO) process whereby public charter schools and charter school incubators can submit proposals for vacant properties. DME leads the school reuse process in partnership with DGS, including community outreach, solicitation, evaluation, and disposition of excess/ surplus buildings to ensure that new uses of vacant buildings are compatible with policy priorities.

Reducing Truancy and Reconnecting Youth to Educational Opportunities

Too many students across the District are chronically truant and thousands of older youth (ages 16-24) are disconnected from school and work. DME is committed to improving collaboration across agencies and key stakeholders to develop strategies to re-engage these populations of young people. Currently, DME is leading the following District-wide efforts to reclaim students who are falling off track to graduation and who have already dropped out of school:

Truancy Taskforce

The Truancy Taskforce is a committee of government agencies that convene quarterly to address chronic truancy and absenteeism in the District of Columbia Public Schools and Public Charter Schools from a data-driven, cross-agency, cross-sector perspective. The taskforce is co-chaired by the Deputy Mayor for Education and the Deputy Mayor for Health and Human Services, and includes members from the following agencies:

- DC Public Schools,
- The Public Charter School Board,
- Office of the State Superintendent for Education,
- District of Columbia Superior Court,
- Child and Family Services Agency,
- Criminal Justice Coordinating Council,
- Office of the Attorney General,
- Court Social Services,
- Metropolitan Police Department,
- Justice Grants Administration, and
- Representatives from the State Board of Education, Ombudsman's office, and Student Advocate's office

Graduation Pathways Project

Through the Graduation Pathways Project, the DME, the Office of the State Superintendent of Education, DCPS, the DC Public Charter School Board, Raise DC and other partners are working together to develop a "pathways" approach to graduation that is tailored to meet the needs of students who are academically at-risk. This work includes identifying key segments of students who are off-track for graduation in both DCPS and public charter schools, assessing the efficacy of current practices in re-engaging these students, and articulating strategies to scale up effective interventions to better help students reach this critical milestone on their path to college and careers.

Youth Re-Engagement Center

There are currently at least 7,500 youth (ages 16-24) residing in the District of Columbia who are not enrolled in school or other educational programs and who do not have a high school diploma or credential. As the District continues its efforts to ensure that all students within its pre-K-12 system receive a quality education, it is critical that students who have dropped out also have solid on-ramps to reconnect back to education options that will prepare them for successful adulthood. In response to this need, the District has launched a Re-Engagement Center to serve as a "single-door"

through which youth (ages 16-24) who have dropped out can reconnect back to educational options and other critical services to support their attainment of a high school diploma or GED. The Office of the State Superintendent of Education is spearheading this effort with strong support from the Office of the Deputy Mayor for Education, the Department of Employment Services, other key partner agencies, Raise DC's Disconnected Youth Change Network, schools, and community-based organizations.

My School DC

The My School DC common lottery is a single, online, random lottery that determines placement for new students at all participating schools. The common lottery was first implemented in the spring of 2014 for the upcoming 2014-15 school year. The common lottery is designed to 1) simplify the process for families, 2) match students with the schools they want most, and 3) maximize the number of students who are matched with a school they choose. On each student's application, a family lists schools in preferred order — their 1st choice, 2nd choice, 3rd choice, and so on – and each student can apply up to 12 schools. Parents should only select schools they want their child to attend. Once the lottery is run, no student will be offered more than one space, so more students will be matched with schools. In 2015, students could submit applications in two separate rounds as well as during the summer. Families can use the application to apply to attend the following types of public schools:

- Participating public charter schools (PK3-12)
- DCPS out-of-boundary schools (PK3-12)
- PK3 or PK4 programs at any DCPS school
- DCPS selective citywide high schools (9-12)

Table 9.1 shows the number of applications submitted in Round 1 of 2015 and the number of seats that schools had available for the 2015-16 school year. The number of seats represents the number of opening available for new students to enroll. For instance, there were 4,925 individual applicants searching for a prekindergarten seat

for three year olds (PK3) for SY15-16, and there were 5,486 PK3 seats made available by schools in the lottery.

The seats shown in Table 9.1 exclude the number of students expected to reenroll or students who have a right-to-attend due to a feeder pattern or geographic right (DCPS neighborhood schools only). Those seats are not awarded through the lottery and therefore are not reflected in this table.

Table 9.1: Round 1 2015 Applications and Seats Offered		
Grade	Submitted Applications	Seats Offered in the Lottery
PK3	4,925	5,486
PK4	2,998	2,244
K	1,811	1,398
1	1,236	943
2	981	689
3	890	612
4	788	784
5	841	1,140
6	1,386	1,890
7	496	756
8	402	573
9	2,747	2,863
10	477	703
11	263	356
12	108	249

Source: DC Public Charter School Board

Map 9.1 shows the distribution of 2015 applicants by student's ward of residence and Table 9.2 shows the distribution of where public school students live. Comparing the two, the share of applicants closely reflected where students live. For instance, Ward 1 applicants represented 9% of the total My School DC applicant pool and 10% of the total number of school-aged children enrolled in public school in the District.

The greatest numbers of submitted applications in 2015 were from Wards 7 and 8, which had the greatest number of school-aged children enrolled in public school in SY14-15 as well.

Map 9.1: Distribution of 2015 Round 1 Applications by Ward of Student Residence
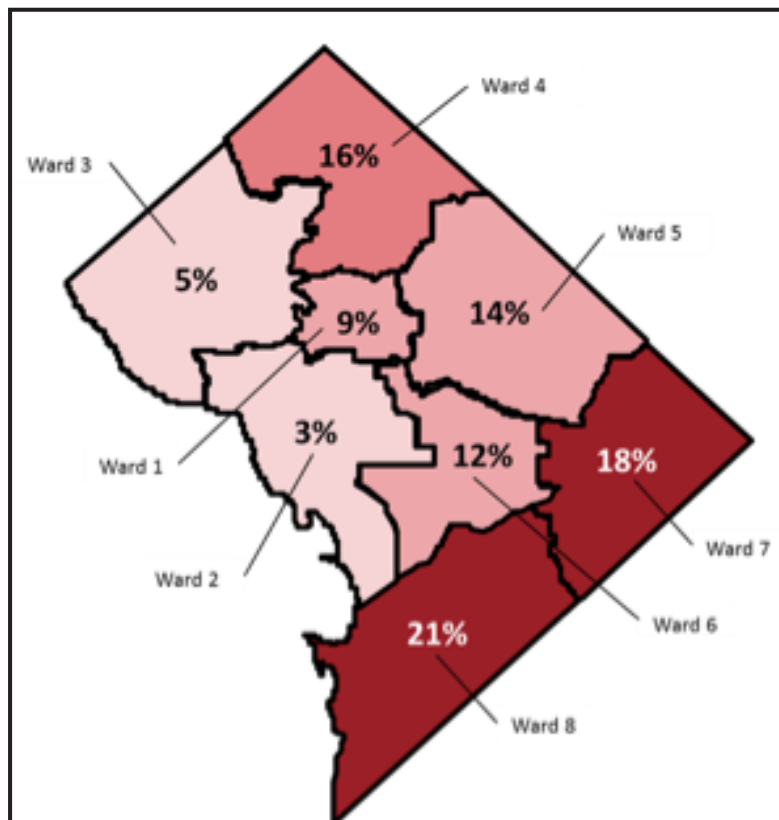

Table 9.2: Distribution of Where Public School Students Live

Ward	Distribution of Total Public School Enrollment by Ward of Residence
1	10%
2	2%
3	5%
4	16%
5	14%
6	10%
7	19%
8	24%

Source: OSSE audited enrollment, SY14-15

Figure 9.1 shows the match rate experienced by Round 1 applicants in 2015. Matches are when a student is offered a placement through the lottery. Student-school matches are based on the number of spaces at each school; sibling, proximity, and other lottery preferences; and how each student ranked his or her school choices. If a student is offered a match through the lottery, the student then has to decide whether to accept the match and enroll. In 2015, applicants residing in Wards 7 and 8 saw the greatest match rates in Round 1.

Figure 9.1: Round 1 – Match Rate by Ward of Residence, 2015
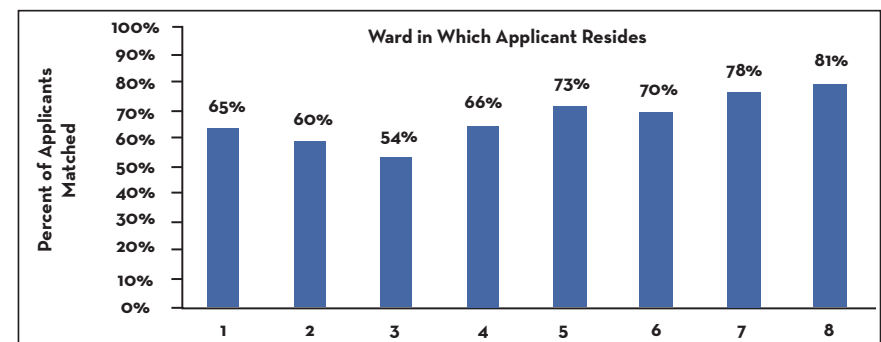
Source: DC Public Charter School Board

Office of State Superintendent of Education

The mission of the Office of the State Superintendent of Education (OSSE) is to remove barriers and create pathways for District residents to receive a great education and prepare them for success in college, careers, and life.

Programs

As the State Education Agency for DC, OSSE fulfills a wide range of functions, such as setting statewide education policies, distributing federal funds, administering annual statewide assessments, and providing resources and support for all public education in DC. OSSE is organized into six divisions not including the duties performed by the Office of the Chief of Staff, Office of the Chief Operating Officer and the Office of the Chief Information Officer.

Division of Data, Accountability and Research

The Division of Data, Accountability and Research supports OSSE's data transparency goals, particularly in accountability, research, and reporting. The division manages Learn DC (www.learndc.org), launched in 2013, which is the home of state and local education report cards and annual Equity Reports, which give schools, families and communities transparent and comparable information related to equity across all DC schools. The division also supports state research and analysis of record, including reports released in 2014 and 2015 focusing on discipline, youth risk behaviors, and mobility in DC Public Schools and public charter schools.

Division of Early Learning

The Division of Early Learning provides leadership and coordination to ensure that all District of Columbia children, from birth to kindergarten entrance, have access to high quality early childhood development programs and are well prepared for school. Among key programs are:

- Head Start Collaboration Office exists to "facilitate collaboration among Head Start agencies and entities which carry out activities designed to benefit low-income children, from birth to school entry, and their families."

- Quality Improvement Networks (QIN) launched in 2015, helps build the supply of high quality, comprehensive early childhood development and family engagement services for infants and toddlers, including through support of professional development.

Division of Elementary, Secondary and Specialized Education

The Division of Elementary, Secondary and Specialized Education sets and supports globally competitive standards for academic excellence for every elementary and secondary public school student in the District of Columbia to ensure they graduate, and are college and career ready.

- Education of Homeless Children and Youth ensures free, appropriate, public educational opportunities for homeless children and youth; provides technical assistance to schools, shelters and the community; and heightens awareness of homeless issues.

- Homeschooling Program seeks to offer parents and legal guardians a choice to provide a thorough and regular education in a home schooling program.

- Educator Licensure and Accreditation is responsible for issuing licenses to teachers, school administrators and school-based support personnel seeking to practice in or receive a license from the District of Columbia.

- Public Charter School Financing and Support manages several federally funded programs for public charter school facility

financing including the District's federal Charter Schools Program grant from the United States Department of Education, which funds the start-up and implementation of new public charter schools.

The division also provides the public with access to information about special education related services, approved placements and direct online connections to helpful documents. Key programs include:

- Strong Start DC Early Intervention Program is a statewide, comprehensive, coordinated, multidisciplinary system that provides early intervention therapeutic and other services for infants and toddlers with disabilities and developmental delays and their families.

- Educational Surrogate Parent Program appoints trained volunteers to act as special education decision-makers for students who do not have a "parent" meeting the requirements of federal and local special education law.

Division of Post-Secondary and Career Education

The Division of Post-Secondary and Career Education promotes and prepares youth in the District of Columbia for ongoing educational opportunities, higher education, careers and citizenship.

- Adult and Family Education re-grants federal and local funds to eligible providers of adult education services; facilitates state leadership activities including professional development, technical assistance and monitoring; and maintains and reports state and local program performance, progress and outcome data.

- General Education Development (GED) Testing and Verification department administers processes, reports and maintains GED test results and serves as the official repository and archive for verification of District of Columbia GED candidate records.

- Higher Education Financial Services administers the District of Columbia's state-level higher education grant programs, including

the DC Tuition Assistance Grant Program (DCTAG) and DC Leveraging Educational Assistance Partnership (DCLEAP).

- Career and Technical Education helps ensure that all District learners achieve mastery of core academic knowledge and advanced skills, and to prepare learners for success in postsecondary education, lifelong learning, and high skills, high wage, or high demand careers in the competitive global labor market of the 21st century.

- Re-Engagement Center (REC), launched in late 2014, serves as a "single-door" through which youth (ages 16-24) who have dropped out of school can reconnect with educational options and other critical services to support their attainment of a high school diploma or GED.

Division of Wellness and Nutrition

The Division of Wellness and Nutrition works with schools and community-based organizations to promote positive healthy behaviors and to improve the quality of life for children and youth in the District of Columbia.

- School Programs provide food and nutrition services to all children and families to ensure all students receive healthy, well balanced, nutritious meals in school, including through the National School Lunch Program (NSLP), School Breakfast Program (SBP), After School Snack Program (ASSP), Fresh Fruit and Vegetable Program (FFVP), Food Distribution Program (FDP) and the Special Milk Program (SMP).

- DC School Garden Program supports DC public and charter schools in establishing and maintaining school gardens as an integral part of school curriculum, programs, and culture. This program provides training, technical and financial support through competitive grant funds to participating schools in an effort to effectively utilize school gardens as a meaningful teaching resource.

- **Farm to School Program** enriches children's bodies and minds while supporting local economies through sourcing more foods locally and providing complementary educational activities to students that emphasize food, farming, and nutrition.

- **Child and Adult Care Food Program** provides a monthly financial subsidy, training and technical assistance, nutrition education, and food safety information to child development centers, adult day care centers, sponsored day care homes, afterschool programs, and emergency shelters serving nutritious meals and snacks to eligible infants, children, and adults.

- **DC Free Summer Meals Program** provides reimbursement for free nutritious meals and snacks served to children 18 and younger. These meals help children in low-income areas get the nutrition they need to learn, play, and grow throughout the summer months when they are out of school.

Division of Student Transportation

The Division of Student Transportation provides safe and appropriate transportation services to eligible special education students.

Student Achievement

DC Comprehensive Assessment System (DC CAS)

Since 2011, the percentage of students in the District of Columbia, including traditional public and charter, scoring proficient on the DC CAS has increased by five percentage points in math and four percentage points in reading.

Figure 9.2. Student proficiency on the DC Comprehensive Assessment System, by sector and subject
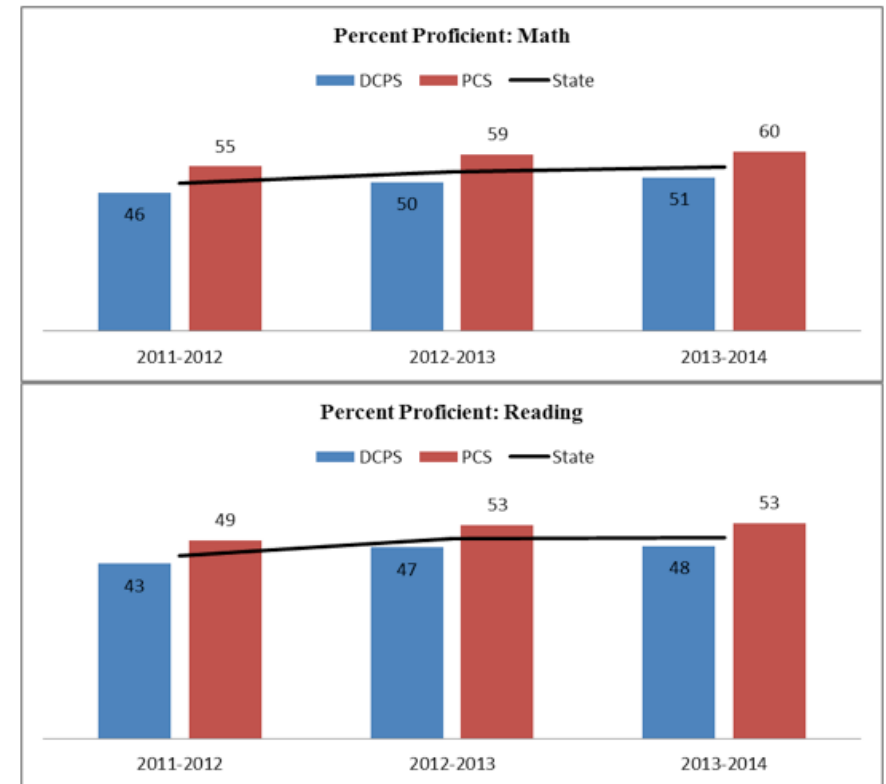
Source: Office of the State Superintendent of Education

Progress is at an all-time high. Since 2007, the percentage of students reaching proficiency on the DC CAS has increased by 23 percentage points in math and 14 percentage points in reading.

Figure 9.3. Substantial Progress in reading and math

Source: Office of the State Superintendent of Education

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a national assessment that measures students' performance in mathematics, reading, writing, and science for grades 4 and 8. The most recent NAEP assessment was administered in 2013.
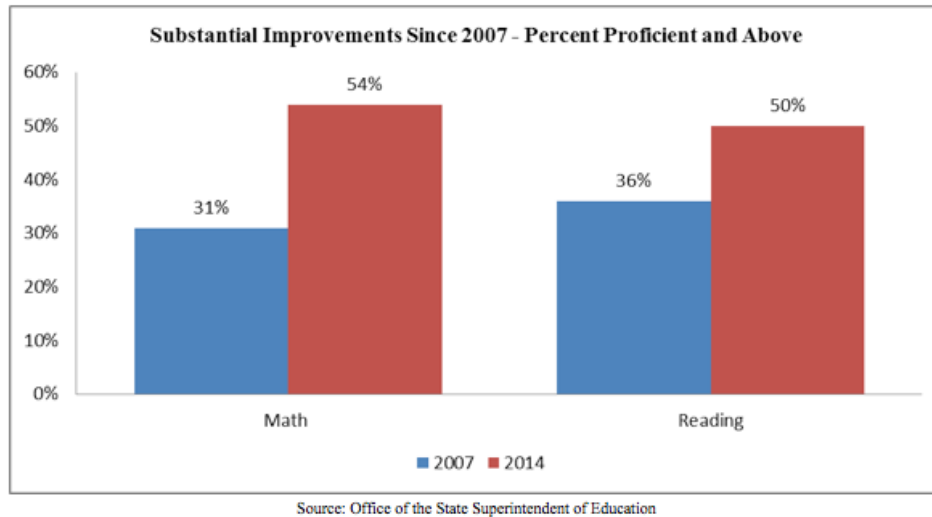
While the District of Columbia still lags behind the national averages on all subjects, its performance has advanced significantly in math and reading since 2000. From the 2009 administration of the assessment to the 2013 administration, the average math scale score of 4th grade students in DC increased by 10 points, from 219 to 229, compared to the national average increase of 2 points, 239 to 241. Further, DC 8th grade students' growth in math also significantly outpaced the national average growth increasing by 11 points, from 254 to 265, compared to the national average growth of 2 points, from 282 to 284.

Figure 9.4a. DC NAEP Average Scores by Grade for Math and Reading

Source: http://nces.ed.gov/nationsreportcard/districts/
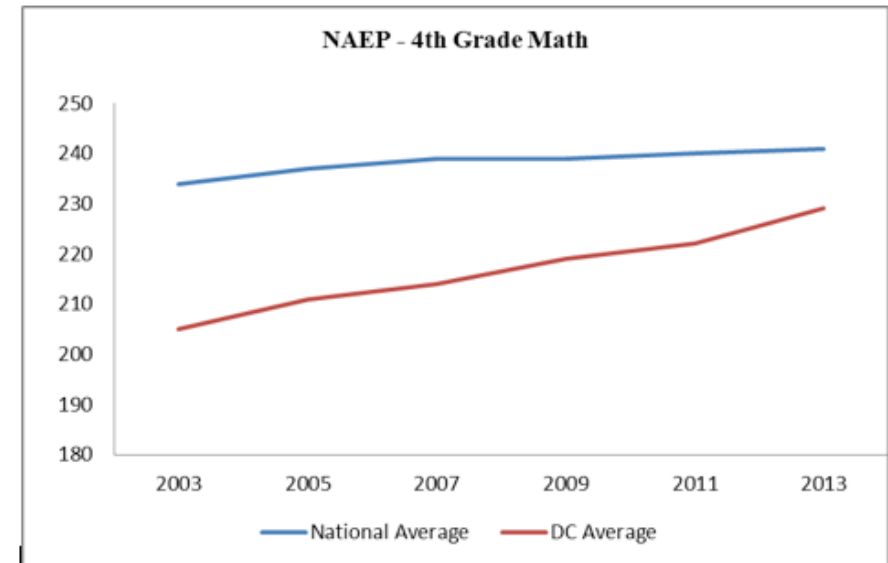
Figure 9.4b. DC NAEP 8th Grade Math

Source: http://nces.ed.gov/nationsreportcard/districts/
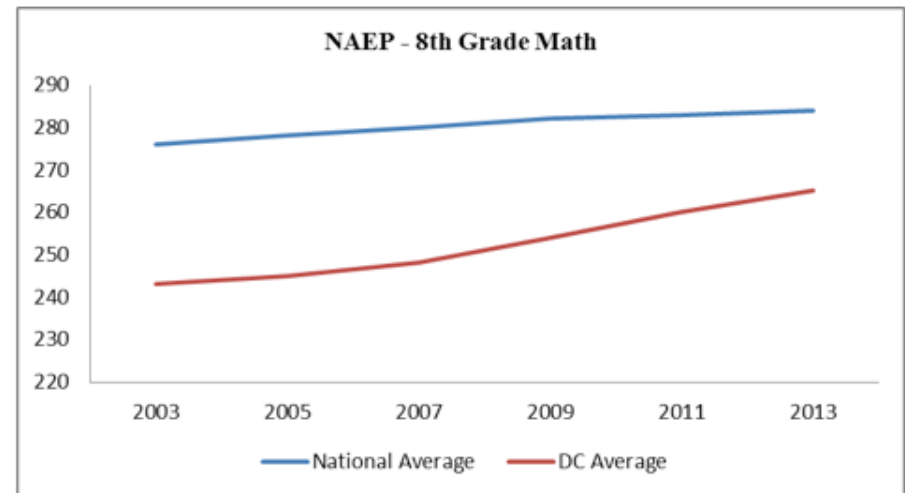
Figure 9.4c. DC NAEP 4th Grade Reading

Source: http://nces.ed.gov/nationsreportcard/districts/
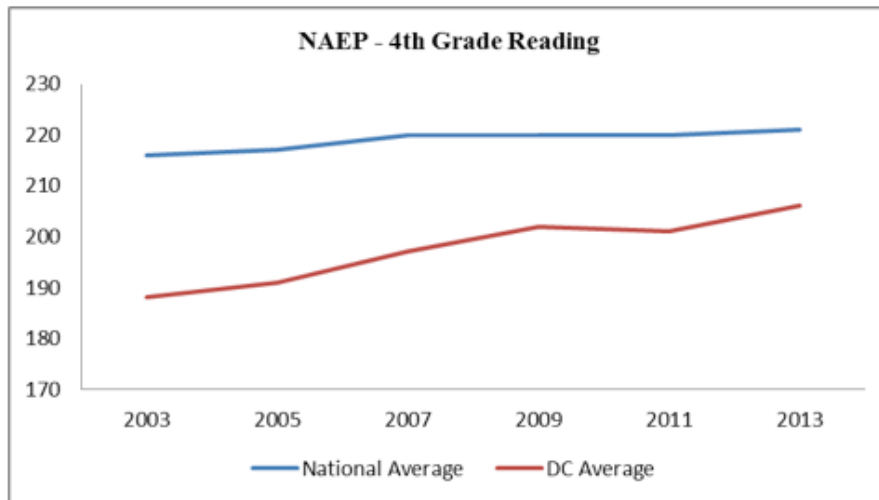
Figure 9.4d. DC NAEP 8th Grade Reading

Source: http://nces.ed.gov/nationsreportcard/districts/
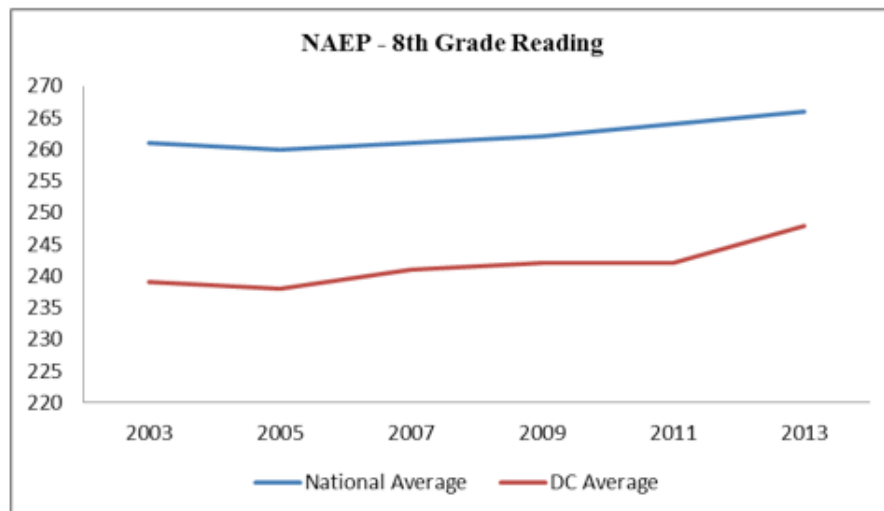
Scholastic Aptitude Test (SAT)

During SY2012-13, 2,177 students in DC Public Schools and public charter school participated in the Scholastic Aptitude Test (SAT) Program. The results reveal that average scores have remained constant over the last few school years in reading, writing, and math.

Table 9.3. Average Scholastic Aptitude Test Scores District of Columbia			
School Year	2010-2011	2011-2012	2012-2013
Reading	403	406	403
Math	393	399	396
Writing	390	394	388
Total	1,186	1,199	1,187

Source: The College Board

Advanced Placement (AP) Exams

The number of AP exams DC students are taking has increased since SY2011-2012. The proportion of students who passed at least one AP exam improved by three percentage points between SY2011-2012 and 2013-2014.

Table 9.4. Advance Placement Summary Data District of Columbia			
School Year	2010-2011	2011-2012	2012-2013
# of tests administered	4,914	5,621	5,665
# students tested	3,189	3,604	3,468
# of students with passing scores on at least one test	764	830	937
% of students who passed at least one test	24%	23%	27%

Source: Office of State Superintendent of Education

Enrollment

All public and public charter schools in the District of Columbia receive funding according to the number of students who are enrolled and the provisions of the Uniform Per Student Funding Formula. The D.C. Official Code § 38-1804.02 (d) (2) requires an audit that evaluates the accuracy of the fall student enrollment count of DC Public Schools (DCPS) and the public charter schools. An independent auditing firm is contracted by OSSE to conduct the count.

The final enrollment count for School Year (SY) 2014-2015 shows that the number of students attending DCPS and public charter schools increased by 3 percent or 2,445 students from the previous year. While both sectors increased the number of students served from SY2012-2013 to SY2014-2015, the public charter sector experienced the largest growth, increasing by 9 percent or by 3,181 students, compared to DCPS' student population growth of 4 percent (1,991 students).

Table 9.5. Public School and Public Charter School Enrollment District of Columbia			
School Year	2010-2011	2011-2012	2012-2013
Total	80,231	82,958	85,403
DCPS	45,557 (57%)	46,393 (56%)	47,548 (56%)
Public Charter Schools	34,674 (43%)	36,565 (44%)	37,855 (44%)

Source: Office of State Superintendent of Education

Enrollment in Postsecondary Institutions

College enrollment by DC students increased to 61 percent for the high school graduating class of 2012.

College enrollment rates vary significantly across different subgroups. Every year, Black, Hispanic, male and special education students have college enrollment rates below the state average, while Asian, White and female students enroll in college at rates above the state average.

Figure 9.5. Postsecondary Enrollment by Race
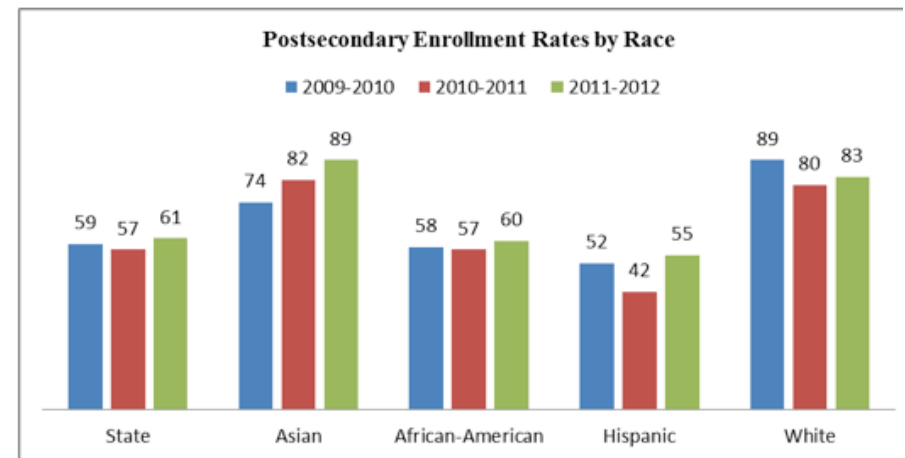
Source: National Student Clearinghouse

Table 9.6. Top 10 College Destinations for DC Students SY2014-2015			
College	State	Rank	Number of DC Students Enrolled
University of the District of Columbia	DC	1	1,320
Trinity Washington University	DC	2	556
Montgomery College	MD	3	449
Prince Georges Community College	MD	4	261
Delaware State University	DE	5	187
Virginia State University	VA	6	184
Bowie State University	MD	7	171
Pennsylvania State University	PA	8	160
NOVA - Northern Virginia Community College	VA	9	144
Morgan State University	MD	10	143
Source: National Student Clearinghouse			

Graduation Rates

Since 2011, OSSE has used the federally mandated Adjusted Cohort Graduation Rate (ACGR) formula to calculate high school graduation rates in the District of Columbia. The four-year ACGR is calculated by dividing the number of students who graduate in four years with a regular high school diploma by the number of students who form the adjusted cohort for the graduating class. For any given cohort, students who are entering grade 9 for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the next three years and subtracting any students who transfer out, immigrate to another country, or die during that same period.

Results of the Adjusted Cohort Graduation Rate for the graduating class of 2014 show 61 percent of District of Columbia public high school students graduating within four years. Of the total of 5,100 students in the adjusted cohort, 3,129 obtained a high school diploma.

OSSE also calculates five-year adjusted cohort graduation rates, which count students who take longer than four years to graduate. Graduation rates increase when they reflect the reality that many students take more than four years to achieve their diploma.

Table 9.7. State, Sector, and Subgroup Four-Year Adjusted Cohort Graduation Rates			
Overall	2012	2013	2014
STATE	56%	62%	61%
DCPS	56%	56%	58%
Public Charter Schools	73%	76%	69%
Subgroup			
Gender			
Female	76%	69%	68%
Male	47%	54%	55%
Race/Ethnicity			
Asian	79%	89%	85%
Black	55%	60%	60%
Hispanic	53%	62%	62%
Multi-Racial	88%	89%	79%
White	79%	85%	85%
Special Population			
English Language Learner (ELL)	45%	56%	64%
Economically Disadvantaged (FARMS)	68%	58%	60%
Special Education	38%	41%	41%
Source: Office of the State Superintendent of Education			

Table 9.8. State, Sector, and Subgroup Five-Year Adjusted Cohort Graduation Rates, Graduating Class of 2014	
Overall	2014 5-Year ACGR
STATE	68%
DCPS	63%
PCS	80%
Subgroup	
Gender	
Female	74%
Male	61%
Race/Ethnicity	
Asian	90%
Black	66%
Hispanic	68%
Multi-Racial	94%
White	87%
Special Population	
English Language Learner (ELL)	64%
Economically Disadvantaged (FARMS)	65%
Special Education	51%
Source: Office of the State Superintendent of Education	

Student Re-Engagement

In late 2014, OSSE opened a Re-Engagement Center (REC) as a "single-door" through which youth (ages 16-24) who have dropped out of school can reconnect with educational options and other critical services to support their attainment of a high school diploma or GED. Other key partners are also involved in the REC, including the Office of the Deputy Mayor for Education, the Department of Employment Services, Raise DC's Disconnected Youth Change Network, and community-based organizations.

Currently, at least 7,493 youth (ages 16-24) residing in DC are not enrolled in school or other educational programs and do not have a high school diploma or credential. Since opening the REC has completed intake and assessment for 233 clients and placed 114 (49 percent) in educational services. Another 385 individuals have started but not finished the intake process.

More than half (54%) have been placed in one of four programs: Ballou STAY, Maya Angelou Young Adult Learning Center, Covenant House and CSOSA Educational Learning Lab. Many others have also received wraparound services, including connection to child care and public assistance.

Table 9.9. Characteristics of Re-Engagement Center Clients

Demographics	Percent
Female	47%
Male	53%
African-American	93%
Hispanic	4%

Source: Office of the State Superintendent of Education

Progress in Special Education

The number of special education students enrolled in public schools in the District of Columbia increased 2 percent between SY2010-2011 and SY2014-2015. As of the Child Count on October 7, 2014, a total of 12,173 special education students were enrolled in DCPS and public charter schools.

Table 9.10. Special Education Student Enrollment in DC Public and Public Charter Schools

	SY 2010-2011	SY 2011-2012	SY 2012-2013	SY2013-2014	SY2014-2015
Total Enrollment	11,947	12,536	12,585	11,774	12,173
Change from Previous year	576	589	49	-811	399
% change from previous year	5%	5%	0%	-6%	3%

Source: Office of the State Superintendent of Education, http://osse.dc.gov/service/special-education-data-management-analysis-and-reporting

In terms of academic performance, as of SY2013-2014, the percentage of special education students scoring proficient or advanced on the DC CAS was 25 percent in math and 20 percent in reading. These proficiency rates represent an improvement from SY 2011-2012 proficiency levels, driven by gains in both the public and the public charter school sectors.

Table 9.11 –Special Education Student Proficiency Levels on DC Comprehensive Assessment System					
Subject	Sector	Proficient or Advanced	2011-2012	2012-2013	2013-2014
MATH	DCPS	Count	685	722	682
		%	17	20	22
	PCS	Count	462	690	720
		%	25	29	31
	State	**Count**	**1,157**	**1,423**	**1,408**
		%	**19**	**24**	**25**
READING	DCPS	Count	627	642	575
		%	16	18	18
	PCS	Count	345	500	537
		%	19	21	23
	State	**Count**	**983**	**1,148**	**1,117**
		%	**16**	**19**	**20**

Source: Office of the State Superintendent of Education

Table 9.12. OSSE Student Transportation Benchmarks			
Subject	Sector	Proficient or Advanced	2011-2012
# of student transported	4,216	4,019	4,228
# of schools supported	257	262	226
Average # of daily +routes	648	617	567
Total vehicles	757	821	799

Source: Office of the State Superintendent of Education

Special Education Student Transportation

The Division of Student Transportation provides transportation services to more than 4,000 students annually. The Division operates approximately more than 500 daily.

It takes a high level of coordination to route each student so they arrive at school on time. The Division must take into account a reasonable ride time for each student it serves for them not to be on the bus for an extended period of time. The Division also provides Call Center services to parents and schools where they can contact the Division directly to resolve any issue related to student transportation services. Finally, the Division strives to obtain a very high level of on-time performance each day by measuring how many of the routes drop students off within a 20 minute on-time window before the bell time for each school.

Serving our Youngest Students

The District of Columbia is a model for Pre-K education, and remains committed to educating three- and four- year old pre-Kindergarten children. In 2014, DC ranked number one among states for access to, and funding for, publicly funded pre-k for three and four year olds according to the National Institute for Early Education Research (NIEER).

The District has sufficient pre-k capacity to serve an estimated 95% of 3- and 4- year old children. In SY2013-2014, 12,426 children were enrolled in the District of Columbia's public pre-k program, per OSSE enrollment audits. This accounts for 86% of the 14,450 3- and 4- year olds estimated to live in the District. The remaining 14% represent children whose families have chosen not to enroll their children in public pre-k.

Table 9.13. Pre-Kindergarten student enrollment in UPSFF funded programs

child level count	SY 2010-2011	SY 2011-2012	SY 2012-2013	SY2013-2014	SY2014-2015
DCPS (PK3 - 4)	4,598	5,596	5,396	5,583	5,565
PCS (PK3 - 4)	3,607	3,985	5,382	5,868	6,290
PreK CBOs	394	496	489	441	571
Total	**8,599**	**9,891**	**11,267**	**11,892**	**12,426**

Source: Office of the State Superintendent of Education, Division of Early Learning

In addition to the students attending UPSFF-funded programs 5,280 pre-k-aged children benefited from Early Head Start and Head Start programming at either community-based organizations or in Title 1 DC Public School

Table 9.14. CCDF enrollment, Oct. 2014

	Total Enrollment
Infants	612
Toddlers	3,113
Preschool	1,743
School-age	1,401
TOTAL	**6,869**

Source: Office of the State Superintendent of Education, Division of Early Learning

OSSE is the lead agency for the federal Child Care and Development Block Grant (CCDBG), which provides funding for the child care subsidy program and child care to more than 6,000 children at any given point throughout the year. The program includes full-time and part-time care for children birth to age five and before- and after-school programs for children three to age

12 (or 19 if the child has special needs). Families qualify for these services based on need (working or in school) and income.

The Head Start Collaboration Office facilitates collaboration among Head Start agencies and District agencies that carry out activities designed to benefit low-income children, from birth to school entry, and their families.

Quality Improvement:

- In SY2014-2015, for the first time, the District used a common tool (Classroom Assessment Scoring System, or CLASS) to measure classroom quality across all three sectors – public schools, public charter schools, and community-based organizations.

- Infant Toddler Facility Expansion Grants: In SY14-15, OSSE provided $2.8 million in grant funds to 13 community based organizations to enhance and expand services to 200 additional infants and toddlers in the District.

- Pre-k Assistance Grants were awarded to 15 programs in 2014 to improve quality in community based organizations serving pre-K students. Each grantee was awarded up to $25,000 for two years to enhance teacher training opportunities, receive accreditation, purchase curriculum and assessment materials, and increase parent involvement.

Quality Improvement Network (QIN), launched in 2015, supports building the supply of high quality, comprehensive early childhood development and family engagement services for infants and toddlers. Three community-based organizations serve as "hubs," which help ensure that selected child development centers and homes meet Early Head Start standards, including through providing child care partners with job-embedded professional learning and coaching, technical assistance, family support and comprehensive services.

District of Columbia Public Schools

Our purpose is to ensure that every District of Columbia Public School (DCPS) school provides a world-class education that prepares ALL of our students, regardless of background or circumstance, for success in college, career and life.

Capital Commitment

DCPS' five-year strategic plan, A Capital Commitment, provides a roadmap for building DCPS into a high-quality, vibrant school district that earns the confidence of our community. The plan defines an overarching purpose as well as five goals that will guide DCPS' work through 2017.

Goal 1: Improve Achievement Rates

- At least 70% of our students will be proficient in reading and math, and we will double the number of advanced students in the district.

Goal 2: Invest in Struggling Schools

- Our 40 lowest-performing schools will increase proficiency rates by 40 percentage points.

Goal 3: Increase Graduation Rate

- At least 75% of entering 9th graders will graduate from high school in four years.

Goal 4: Improve Satisfaction

- 90% of students will say they like their school.

Goal 5: Increase Enrollment

- DCPS will increase its enrollment over five years.

The Common Core State Standards

In July 2010, DCPS joined more than 40 states in adopting new and more rigorous academic standards in English Language Arts and Mathematics for grades K-12. The Common Core State Standards (CCSS) set clear expectations for what students should know and be able to do at each grade level. The CCSS start by establishing what high school graduates need to truly be ready for success in college, careers and life. Then those goals are back-mapped down through the grades to kindergarten, so that students, parents and teachers all know what skills and knowledge are necessary at each step along the way.

We have crafted an Academic Plan for the next four years that is the road map to implementing these game-changing new standards and to advancing student progress even further than we have over the past four years. Because the CCSS apply to almost the entire country and have been created to match the highest expectations around the globe, we can now be sure we are preparing our students in each grade level and subject area to be competitive not just in our city, but also our region, our country and the world.

There are a number of key components of the DCPS Academic Plan, including:

- A comprehensive early childhood curriculum;
- New standards for grades K-12 in English/Language Arts and Mathematics;
- Scope and sequence documents and unit overviews for teachers;
- Paced interim assessments; and additional support systems & resources for teachers.

Importantly, all of these components are closely aligned to our Teaching and Learning Framework, which provides a common

set of expectations for how teachers effectively plan and deliver instruction and then how they increase their effectiveness by reflecting on student progress.

DCPS Facilities

School Modernization

Since 2007, 79 schools have been modernized, or have modernization underway, with a special focus on the most at-risk areas of the city (Table 9.13). Improving the educational environment in every classroom & academic space positively impacts learning and student growth. By 2020, every school in the district will have been modernized.

Recent Accomplishments

Since the inception of the schools modernization program in 2007, much has been achieved to support the vision and direction of DC Public Schools (DCPS), DC Public Schools, Department of General Services (DGS), and its predecessor agencies the Office of Public Education Facilities Modernization (OPEFM) and the Department of Real Estate Services (DRES). Highlights include:

- More than 79 schools have received a full modernization, "Phase 1" modernization, and / or systemic modernization project. Currently 22 projects are in planning, under construction, or in close-out, leaving approximately 28 schools yet to receive a modernization of some sort.

- In excess of $2 billion has been spent or committed to modernize and stabilize 7,098,624 square feet of DC Public School inventory.

- Approximately 67 School Improvement Teams have been established since the inception of the program

- Over 50 locally and nationally recognized awards for design excellence have been received by the program's projects.

The program has exceeded the District's goals and legal requirements for sustainability, achieving the following certifications:

- 3 - LEED Silver Certified / 2 Pending Projects
- 13 - LEED Gold Certified / 16 Pending Projects
- 2 - LEED Platinum Certified / 1 Pending Project

The program has exceeded the District's goals and legal requirements for economic inclusion, reflecting the following contract performance from FY2012 through Q3 of FY 2014:

- 52% awarded to CBE's
- 39% awarded to SBE's
- 44% of employed construction workers are residents of the District

IT Infrastructure/Wireless Network Improvements:

Funded in FY13 and included in Mayor's budget through FY15, DCPS initially received $6.9M in capital funds in FY13 to initiate infrastructure/wireless network improvements and subsequently has received $4.5M in FY14 and FY15 with the commitment to continue the project through FY16 at another 12 schools. This initiative continues to address failing/aging equipment and old cabling structure in school buildings that are in need of network upgrades. 39 schools have received enhancements thus far. Schools were chosen based on need, modernization, schedule, and performance level (40 lowest performing). In Spring 2014, an additional 10 schools were completed with another 13 completed in Spring 2015. DCPS will work to operationalize maintenance of an IT infrastructure refresh cycle to ensure broadband access is consistent and maintained in all schools (Table 9.4).

Table 9.15: School Modernization by Ward					
Modernized School	Ward	Modernized School	Ward	Modernized School	Ward
H.D. Cooke ES	1	Whittier EC	4	Nalle ES	7
Tubman ES	1	Brookland@Bunker Hill ES	5	Kimball	7
Cleveland	1	Burroughs EC	5	Adams EC	3
Ross ES	2	Phelps ACE HS	5	Sousa MS	7
Francis-Stevens	2	Wheatley EC	5	Thomas ES	7
School Without Walls	2	Amidon ES	6	Woodson HS	7
Deal MS	3	Brent ES	6	Anacostia HS	8
Janney ES	3	Eastern HS	6	Ferebee-Hope ES	8
Eaton ES	3	J.O. Wilson ES	6	Johnson MS	8
Key ES	3	Stuart Hobson	6	Ketcham ES	8
Oyster EC	3	Tyler ES	6	King ES	8
Stoddert ES	3	Eliot-Hine	6	Leckie ES	8
Wilson HS	3	Walker-Jones EC	6	Moten ES	8
LaSalle ES	4	Miner	6	Savoy ES	8
Truesdell EC	4	Burrville ES	7	Simon ES	8
Raymond EC	4	Drew ES	7	Turner ES	8
Source: DC Public Schools					

Progress in Special Education

A commitment to serving our special education students has led to unprecedented progress:

DCPS significantly improved capacity to serve students eligible for special education services in neighborhood schools. The Office of Specialized Instruction (OSI) opened a total of 230 full-time special education program classrooms in SY14-15 and plans to open a total of 236 classrooms in SY15-16.

- DCPS remains committed to keeping students in the least restrictive environment, we met the Mayor's target to reduce non-public enrollment by 50%.

- DCPS exited from the Jones consent decree in December 2014

- DCPS committed itself to improving academic achievement through improving teacher and paraprofessional training. During SY14-15 the Inclusive Programming Division provided more than 600 professional development sessions to our teachers, paraprofessionals, LEA representatives, and other school and central office based staff.

- DCPS prioritized communication to families. OSI hosted Inclusive Schools Week events and continued to publish the Programs and Resources Guide for Families.

DC Public Charter School Board

Who We Are

The District of Columbia Public Charter School Board (DC PCSB) is the sole authorizer of the non-profit charter school organizations operating public schools in the District of Columbia. These public charter schools offer pre-kindergarten through 12th grade, and adult programs. All are public, open to all, tuition free, and without admission requirements. PCSB's goal is to ensure that students and families in Washington, DC have access to quality public school education. PCSB is governed by a seven-member Board, appointed by the Mayor, with the advice and consent of the DC Council.

What We Do

PCSB has three main tasks. We approve new public charter schools to operate in DC, oversee schools while in operation, ensuring compliance with the law and academic quality, and revoke school charters if they fail to serve students well. Because public charter schools are autonomous, authorizers, if using best practice, do not dictate how they operate. Instead, they hold schools responsible for meeting specific goals articulated within their charter agreements.

Through a multi-faceted approach, PCSB ensures that schools perform well across a wide variety of academic measures, are financially sustainable, and operate as public schools that are free and open to all students. As one of the leading charter school authorizers in the nation, PCSB maintains an unwavering commitment to quality.

Focus on Quality

PCSB has high standards. Well under half of new applicants are approved to open schools each year. And nearly one third of all public charter schools that have opened have subsequently closed. PCSB has closed 18 public charter school campuses over the past three years, mostly for academic reasons while approving 17 new applicants.

As part of its oversight of public charter schools, PCSB rates schools according to an accountability framework. The Performance Management Framework (PMF) measures public charter school performance with a single score between 1 to 100 based on several indicators including student progress, student achievement, and attendance among other factors.

School performance is rated into three tiers:
Tier 1, 2, and 3 with Tier 1 being the best. Virtually all schools rated Tier 3 over the years have either improved or closed, and there are now just three schools rated Tier 3. Meanwhile, the number of students attending Tier 1 schools has grown by thousands over the past three years. Results of the PMF review are publicly available and provide vital information to the Board, schools, families, and the community. A performance report is produced for each public charter school, visit our website www.dcpcsb.org to view individual school reports. The PMF is the first of its kind comprehensive evaluation for public charter schools.

The Schools

DC public charter schools served more than 37,000 public school students, in the District in 2014-2015 school year. Currently there are 112 public charter schools in Washington, DC operated by 61 nonprofits, located in 94 separate facilities around the city. Charter schools currently serve about 44% of public school students in the District of Columbia, a share that has held steady over the past three years.

Demographics

Charter schools serve a population similar to, and in some ways more disadvantaged than traditional public schools in DC.

Table 9.16: Student Demographics 2014-15	
Student Demographics	PCS 2014-15
At Risk	44.1%
Economically Disadvantaged	63.7%
English Language Learners (ESL)	6.9%
Special Education	11.7%
American Indian or Alaska Native	0.5%
Asian	1.0%
Black or African American	76%
Hispanic/Latino	15.7%
Native Hawaiian or Other Pacific Islander	0.1%
Two or More Races	1.6%
White	5.2%

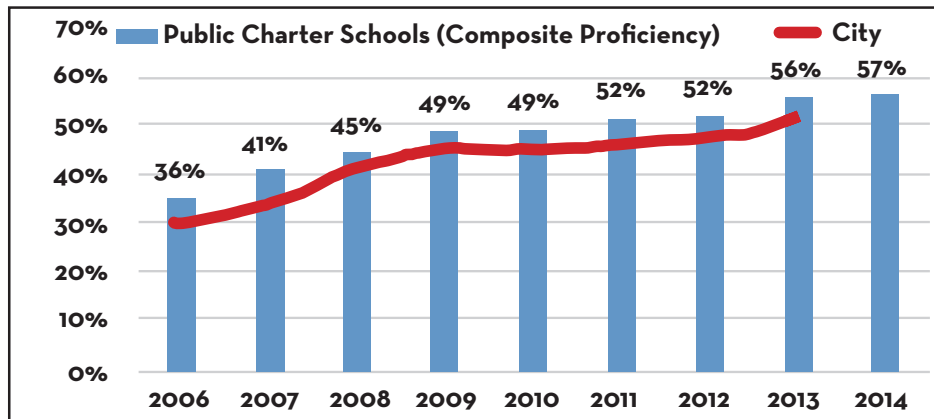*Source: DC Public Charter School Board*

Academic Results

Charter school academic results, as measured by proficiency on district-wide assessments, have improved every year for the past eight years.

Partnering with DC Public Schools

PCSB and charter school leaders work hand and hand with DCPS and other city agencies to address citywide issues, like common application and enrollment. Together we created My School DC and the first citywide education festival. PCSB also partnered with DCPS and OSSE to produce the first-ever citywide Equity Reports that offer parents more insight into school performance.

Figure 9.6: Public Charter School Growth on DC CAS 2006-2014

Source: DC Public Charter School Board

District of Columbia Public Library

The District of Columbia Public Library (DCPL) supports children, teens and adults with services and materials that promote reading, success in school, lifelong learning and personal growth. DCPL is a dynamic source of information, programs, books and other library materials and services that improve the quality of life for District residents of all ages that, when combined with expert staff, helps build a thriving city. The Library provides environments that invite reading, community conversation, creative inspiration and exploration, lectures, films, computer use, workforce and economic development, story times for children and much more.

The Library enriches and nourishes the lives and minds of all DC residents, provides them with the services and tools needed to transform lives, and builds and supports community throughout the District of Columbia.

History and Organization

The District of Columbia Public Library was created by an act of Congress in 1896 "to furnish books and other printed matter and information service convenient to the homes and offices of all residents of the District". DCPL is a quasi-independent agency with a Board of Library Trustees whose nine members are appointed by the Mayor and confirmed by City Council. The Board has policy making and fiduciary review responsibility for DCPL. The Library is led by the Executive Director who is hired by the Board of the Library Trustees and who serves at its pleasure. All library buildings are property of the District of Columbia; all capital funds and nearly all operating funds are appropriated by the Mayor and City Council.

DCPL is divided into two primary divisions: Library Services and Business Services.

- Library Services includes 25 neighborhood libraries, the Martin Luther King, Jr. Memorial Library, programs and partnerships, and selection and acquisition of books and other materials. Two-thirds of library employees are part of this division.

- Business Services includes capital projects, facility management, finance, procurement, human resources, legal services, information technology and public safety.

As the State Library for the District of Columbia, DCPL serves as the designated provider of library service for the blind and disabled communities. In addition to the Center for Accessibility (formerly Adaptive Services) at Martin Luther King Jr. Memorial Library, all libraries provide large print books and adaptive technologies for people with a full range of disabilities.

Services Offered to the Public

DCPL offers a wide range of traditional and, increasingly, innovative services and programs to the public through a variety of means. At DCPL, space is the service. Through new and enhanced library facilities, DCPL provides inspiring destinations for learning, exploration, and the community. Our libraries offer rooms and spaces for individual study, small meetings, large gatherings and events. All libraries are safe spaces for members of the community.

Fifteen neighborhood libraries are new or renovated. Four more libraries are in process, including the flagship Martin Luther King Jr. Memorial Library; seven remain to be modernized. But, libraries are not just their buildings. DCPL strives to reach users in accessible and innovative ways outside of library buildings through outreach efforts and program and services in neighborhoods throughout the city. To maximize the public library system's impact, we are working to provide services and programs not just in our branches but also in the community. Libraries are also engines of human capital development. The Library helps members of the community build useful skills and become workforce ready. The library is planning for and meeting the evolving informational and educational needs of the residents of the District of Columbia. Additional DCPL services include:

Books and other Library Materials

Books and magazines, plus a wide variety of digital collections are available including CDs, DVDs, music, videos, electronic databases, and eBooks. The foreign language book collection represents a variety of world languages and includes extensive holdings in Spanish. Materials for people with disabilities are available in various formats: Braille, large print, captioned films and audio-described films for blind customers. The Library buys library materials at the best price and gets them on library shelves quickly.

Service to Children, Youth and Teens

An important service DCPL provides is to children, youth and teens. The Library provides books and programs for children starting with babies and for their parents and caregivers. Such involvement develops early literacy skills that prepare children to enter school ready to learn and entices them to read. The Library helps youth and teens achieve success in school in many ways including homework help and partnerships with schools and other youth-serving organizations.

Adult Literacy and Learning

DCPL has long been involved in adult literacy. Services at the Martin Luther King Jr. Memorial Library include: free GED preparation, a computer lab for learning and for practice testing, referral to literacy classes and tutors. Every library has Adult Basic Education books, study materials for GED, and space for tutors. The Library has books, audio materials, and more for those learning English as a second language. ESL Conversation Circles are popular in several locations.

Technology

The Library provides training and access to technology and many library services are provided via technology. The Library is important in the City's work to bridge the digital divide. The Library is the largest supplier of free Internet access in the City through public access computers and free Wi-Fi at all libraries. DCPL is the only place many D.C. residents can access technology.

A 21st Century Library

DCPL is focused less on where to put materials and more on how to provide access to the tools and resources people need in the 21st century. Many District residents turn to DCPL for that access, and many of the Library's materials and resources are now available to the public 24/7 via the library's website. The Library provides free Wi-Fi at all locations and its nearly 1,000 computers make the Library the single largest provider of free public access computers in the District. DCPL also works to foster entrepreneurial activity and the creative economy. DCPL communicates with residents in many ways and has expanded its social media footprint through GoodReads, Pinterest, Facebook, Twitter, LinkedIn and Foursquare, YouTube and Tumblr.

DCPL opened the Digital Commons at Martin Luther King Jr. Memorial Library in July 2013. The 11,000 square foot Digital Commons has 80 public access PCs, 12 express computers; 12 iMacs; 4 iMacs with high-end design software; a 3-D printer; an Espresso Book Machine for self-

publishing; an eReader device bar with several types of readers and tablets for customers to test and learn how to download digital content from the library; a Skype station; and a videophone for customers who communicate using American Sign Language.

The Digital Commons features the Dream Lab, a membership-based collaborative space for small organizations, start-ups, non-profits, groups and individuals who will use technology to develop and sustain new ventures. Members have access to flexible workspace equipped with tables, chairs, Wi-Fi, SMART boards and conference rooms. In exchange for using the space, each Dream Lab member provides one hour of public programming each month related to technology or digital literacy.

DCPL's Digital Commons provides the City with a cutting-edge technology center that sets the standard for urban libraries across the country.

The library opened a Fabrication Lab and Studio Lab at the Martin Luther King Jr. Memorial Library in 2015. The Fabrication Lab, or Fab Lab, is a 900-square-foot space that features materials, tools and technology to allow for do-it-yourself exploration and learning. Residents will be able to use equipment like 3-D printers, laser cutters, computer numerically controlled (CNC) machines and soldering equipment. The Studio Lab is 850-square-foot space that features a digital production lab with computers loaded with audio and video editing software, a voiceover studio, and a production studio for recording music and video.

Select Performance and Workload Measures

Table 9.17 shows performance and workload measures that reflect the utilization of the services provided by DCPL.

Table 9.17: DC Public Library Performance Measures					
Performance Measure	FY2010	FY2011	FY2012	FY2013	FY2014
Annual Circulation of Books and Other Library Materials	2,712775	3,059,432	3,363,313	3,295,485	3,938,767
Local book budget	$2,841,527	$3,412,314	$1,911,446	$3,676,894	$3,823,698
Attendees at Library Programs for Children, Teens and Adults	197,282	228,836	259,320	264,557	284,969
Number of Sessions on Public Access Computers by Children, Teens and Adults	670,359	940,418	806,207	855,338	1,050,623
Source: DC Public Schools					

Capital Improvements: An Investment in the Neighborhoods

A major Capital investment has occurred in the last several years with the City's commitment to DCPL through its substantial investment in new or renovated neighborhood libraries as well as improved space at the main library, Martin Luther King, Jr. Memorial Library. This investment has brought pride, people and garnered awards to the buildings at DC Public Library.

New Libraries at DC Public Library

- Takoma Park Library   March 2009

- Parklands-Turner Library   Oct 2009

- Northwest One Library   Dec 2009

- Dorothy I. Height/Benning Library — April 2010

- Anacostia Library — April 2010

- Deanwood Library — June 2010

- Watha T. Daniel/Shaw Library — Aug 2010

- Georgetown Library — Oct 2010

- Tenley – Friendship Library — Jan 2011

- Petworth Library — Feb 2011

- William O. Lockridge/Bellevue Library — June 2012

- Francis A. Gregory Library — June 2012

- Mount Pleasant Library — Sept 2012

- Rosedale Library — Oct 2012

Projects Underway at DC Public Library

- Northeast Library — April 2010

- Woodridge Library — June 2010

- West End Library — Aug 2010

- Martin Luther King, Jr. Memorial Library — Oct 2010

Projects Planned to Start in 2015 and 2016

- Palisades Neighborhood Library
- Capitol View Neighborhood Library

Key Initiatives

Recent agency initiatives include:

- In the fall of 2013, DCPL expanded its opening hours to include Sundays and evenings four nights a week at all locations.

- DCPL continues to expand digital content including purchasing a broader selection of titles and more copies of Overdrive eBooks, eAudiobooks, downloadable music and video.

- The library has also expanded Zinio digital magazine availability and added a streaming music option to Freegal downloadable music holdings. The addition of new databases supports research, homework help, business, job searching and lifelong learning.

- DCPL is a lead agency of the "Sing, Talk and Read" (STAR) program in DC. DCPL offers STAR programs at all locations to encourage parents and caregivers to sing, talk and read with their young children (newborn to five years old) to help build early literacy skills.

- DCPL, in partnership with the DC Department of Corrections, launched library services to inmates housed in the DC Jail in early 2015.

- In 2015, DCPL opened a Fabrication Lab and Studio Lab at the Martin Luther King Jr. Memorial Library. These two innovations spaces are destinations for intergenerational creativity and innovation. The Studio Lab is dedicated to audiovisual production and the Fabrication Lab is a "maker space" that provides access to 3-D printers, laser cutters, computer numerically controlled (CNC) machines and soldering equipment.

- Thermal visitor counters have been installed in each DCPL location. This system allows DCPL to track the approximate number of visitors to each branch daily.

- In the spring of 2015, DCPL and the DC Public Charter School Board collaborated to establish a lending library at DC Prep Public Charter School's Benning Site.

Current agency initiatives include:

- DCPL is undertaking the renovation and modernization of its central library, the Martin Luther King Jr. Memorial Library. A registered historic landmark which opened in 1972, the library will be transformed to meet the complex 21st century learning needs of the District's residents.

- In addition, DCPL continues to enhance neighborhood libraries throughout the city. Current renovation and modernization projects include Woodridge, Cleveland Park, West End, Capitol View and Palisades.

- The library is developing a strategic plan that will help to prioritize the services and programs offered to the public. The planning process will involve broad stakeholder input from staff, partner agencies and organizations, and the community.

- Working with partner agencies, DCPL is introducing a barrier-free library card for DC public school students starting in the 2015-2016 school year. Students of DC Public Schools and DC Public Charter Schools will be pre-registered for public library accounts that are linked to their DC One Card credential.

- DCPL is implementing the Books from Birth program to deliver monthly books to children (from birth to five years of age).

- A passport office, issuing new passports to DC residents, will be opened at the Martin Luther King Jr. Memorial Library.

- DCPL is introducing a new library mobile app for smartphones, making it easier for library users to access, place holds, and download library books and other materials and interface with the library's social media platforms.